



Children at Gladstone Primary Academy receive support that is specific to their individual needs.

This support may be provided by the class teacher or may involve:

- Advice and support from the School's Special Educational Needs Co-ordinator and other members of staff within the school.
- Staff who visit the school from the Local Authority central services such as the Educational Psychologist, Specialist Teachers for autism, ADHD or from the Sensory Service (for students with a hearing or visual need).
- Staff who visit from outside agencies such as the Speech and Language Therapy Service.

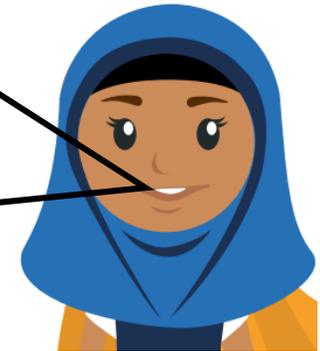
## A GUIDE TO OUR PROVISION



How do you identify Special Educational Needs at Gladstone?

Our school identifies children with special educational needs/disability (SEND) by:

- Carefully managing their transition from Early Years settings.
- Monitoring progress through regular assessment of pupils' progress.
- Class teacher and Year Groups Lead raising concerns and referring to SEND Team.
- Listening to our parents' concerns, including during parent consultation meetings.
- Carrying out individual assessments.
- Seeking advice from other professionals and/or making referrals to outside specialists, where appropriate (in consultation with parents).



What should a parent do if they have a concern about their child?

Please speak to your child's class teacher; they will know what to do next.





What kind of provision is available for children with SEND?

There is specialist provision for children with:

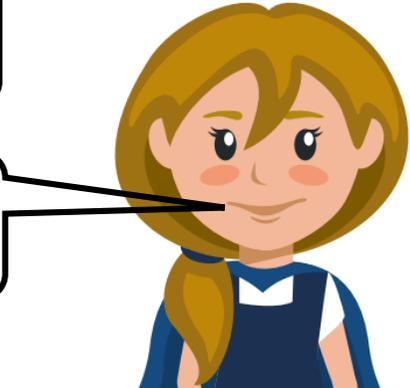
- Hearing Impairment
- Sensory difficulties
- Speech and communication issues

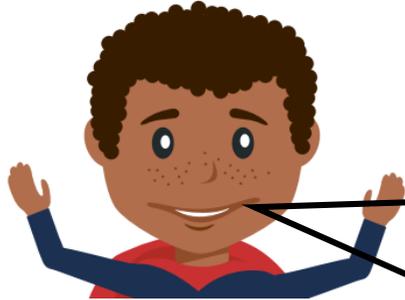
Our learning environment includes communication friendly spaces, the use of Sensory Circuit equipment and, when there is an identified need, individual workstations and Juno Soundfield Systems.



If there is SEN Support in place, your child's class teacher will explain the plan for your child. The Special Educational Needs Co-ordinator (SENCo) will oversee these plans.

Many other people might help with your child's learning too, including other teachers, teaching assistants, our learning mentor or designated visiting specialists if you have agreed that their involvement could help.





At Gladstone, we monitor the effectiveness of our SEND provision by monitoring and evaluating the progress of pupils every 8 weeks and analysing the data.

Some children will work towards more individualised targets that we review 6 times a year. EHC Plans are fully reviewed annually.

We also seek regular feedback from our staff and provide regular opportunities to share best practice.

Our Academy Committee is responsible for monitoring the quality and effectiveness of the provision in place for our SEND pupils.



- High Quality Teaching, based on a foundation of high expectations, constant challenge and inspirational teaching motivates our learners.
- All children access “Power” teaching, with regular assessments to ensure all learning needs are met.
- Teachers have a clear understanding of special educational needs (Teachers’ Standard 5).
- Teachers use specific Access Strategies to support High Quality Teaching.
- The individual needs and requirements are considered when allocating any extra support.
- Our SEND referral process is based on a Whole School Graduated Approach to SEND.

In addition to the normal reporting arrangements, we offer parents/carers and children opportunities to discuss progress, specific approaches and/or programmes and to plan and review support, in meetings to review Pupil Learning Plans (PLPs) and annual reviews for children with Education Health and Care Plans (EHCPs).

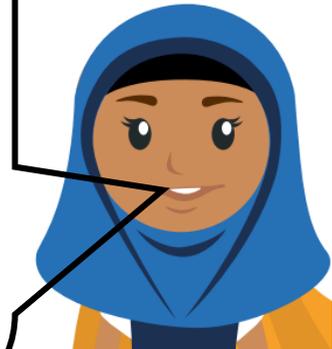


How does Gladstone Primary Academy offer support for wellbeing?



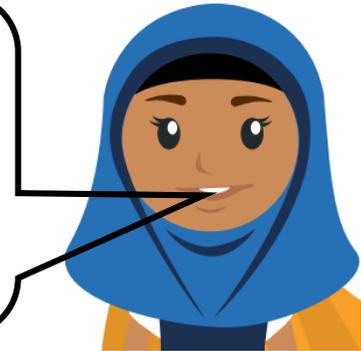
Our school offers pastoral, medical and social support to the children by:

- Monitoring children's attendance
- Providing access to the School Nurse through drop-in arrangements or at the request of either school or parent/carer
- Developing Individual Care Plans in conjunction with the School Nurse
- Having first aid trained staff across each phase
- Administering medicines as authorised by parents/carers
- Training staff in individual medical needs as required
- Referrals to Early Help, with parent/carer consent, to access additional support.
- Providing Breakfast Club and After-school clubs.
- Offering additional support from our Learning Mentor



We encourage the children to contribute their views through:

- School Council
- PSHE curriculum
- Reviews for children with Education Health and Care Plans (EHCPs)
- A Person Centred Approach to create and review Pupil Learning Plans (PLPs)
- “Pupil Voice” opportunities through “Worry Boxes” and individual discussions



Our SEND Team work across the school. They have a wealth of experience of working with children with SEND and attend regular training. Continuous Professional Development opportunities are identified based on need to develop expertise.



At times, it may be necessary to consult with outside agencies in order to access more specialist expertise.

The agencies currently used by the school include:

- Educational Psychology Service - Speech and Language Therapists
- Physiotherapy - Occupational Therapy - Sensory Support Service for Hearing and Vision
- Autism Advisory Teacher Service - Social Care - Early Help Coordinators
- School Nurse and Community Paediatricians - CAMHS





We have staff trained in:

- Safeguarding - Deaf Awareness - Cochlear Implant Awareness - Autism awareness - Speech and Language - Paediatric First Aid - Epilepsy – Dyslexia – Dyscalculia - Dyspraxia - Emotional Literacy Support Assistant Training - Sensory Circuits – Picture Exchange Communication System (PECS) – Precision Teaching - Medical updates (epi-pen use, asthma use)



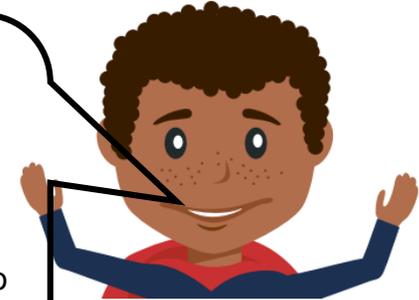
Is Gladstone Primary Academy an accessible school?

<p>We provide the following to ensure that all children in our school can access all of the activities offered.</p>	<ul style="list-style-type: none"> <li>• Information regarding wheelchair access</li> <li>• Disabled changing and toilet facilities</li> <li>• Equipment for the use of SEND pupils</li> <li>• Modification to auditory environment</li> <li>• Individual workstations, where need is identified</li> </ul>
<p>We enable children to access all activities by</p>	<ul style="list-style-type: none"> <li>• Ensuring all areas are accessible to all students</li> <li>• Using a range of communication aids including visual timetables, symbols (Communication In Print), radio aids, Juno Soundfield Systems.</li> <li>• Providing equipment to support individual needs</li> <li>• Sharing relevant and up to date information with staff.</li> <li>• allocation of staff to support students in specific areas of learning Dependent on individual needs,</li> </ul>
<p>We involve parents and carers in the planning by inviting them to attend</p>	<ul style="list-style-type: none"> <li>• Parent consultation meetings</li> <li>• Pupil Learning Plan meetings and reviews</li> <li>• EHCP Planning meetings and Annual Reviews</li> </ul>
<p>Parents and carers can give their feedback by;</p>	<ul style="list-style-type: none"> <li>• Discussions with class teachers</li> <li>• Review meetings</li> <li>• Contacting the school office and arranging an appointment</li> </ul>
<p>Parents/carers can make a complaint by</p>	<ul style="list-style-type: none"> <li>• Requesting a meeting, by phone or by following the school's Complaints procedure</li> </ul>



What arrangements help children and their parents/carers to make a successful transfer to Gladstone Primary Academy?

- Visits by staff to previous setting.
- Home visits as appropriate.
- Parent/carer visits to the school.
- New children visit school and meet key teachers prior to starting.
- EYFS team work with preschools.
- Meetings with Professionals involved with the family/child prior to admission.
- Liaison following EHCP Annual review meetings.



How do you prepare children for their next move?

**If the transition is from class to class:**

Children will visit their new classroom in the summer term (with additional individual support as required).

**If a child is moving to a new school:**

We hold transition meetings in the summer term prior to transfer.

Schools are welcome to visit Gladstone to see the children prior to transfer.

Some children will visit their new school with a familiar member of staff.

End of year reports are shared.

New school invited to attend Year 6 Annual Review.



<b>Resource Allocation</b>	
Our SEND budget is allocated according to	Local Authority School Funding Formula Level of individual child's need
Funding is matched to SEND by	Level of need
Our decision making process when matching support to need is	Ongoing monitoring of the child's level of need and referral to SEND team through a Whole School Graduated Approach to SEND.
Parents/carers are involved through	Regular consultation meetings with class teachers. Attendance at review meetings (both Pupil Learning Plan review and EHCP Annual Reviews).



If you need to contact us, please get in touch through the school office on either site or call 01733 343908. Other useful contacts can be found below:

Your first point of contact is	Your child's class teacher	
Our Special Educational Needs Co-ordinator is	Alex Oldaker senco@gpa.education	
Other people in our setting/ school who might be contacted include	Year Group Leaders:  Pre-school/Reception – Laura Wales Year 1 – Helen Turner Year 2 – Ben Wilson Year 3 – Alex Oldaker Year 4 – Kevin Dobbs	Year 5 – Chris Wells Year 6 – Karen Mallott  Learning Mentor – Amanda Epton SEND TAs – Michele Formosa & Michelle Smith  Contactable via the school office.
External support services for information/ advice are	<ul style="list-style-type: none"> <li>• SEND Information Advice Support Service – Tel. 01733863979 email pps@peterborough.gov.uk</li> <li>• Educational Psychology Open Access Consultation Service – Tel. 01733 863689</li> <li>• City Council Website <a href="http://www.peterborough.gov.uk/education">http://www.peterborough.gov.uk/education</a></li> </ul>	